

## Section 1:

#1 "My heart was pounding with a mix of excitement and nervousness. My backpack was packed with fresh smelling notebooks and pencils so sharp that they could cut paper as butter. My new shoes sparkled like diamonds. But inside me, my tummy felt funny – as if there were butterflies fluttering around wildly. I didn't want to eat my toast; the butterflies filled the room in my belly."

## Strengths:

- Excellent sensory details with vivid descriptions of the backpack contents and new shoes
- Effective use of the butterfly metaphor to convey nervousness

Limited sensory contrast → Your description focuses heavily on visual details but misses opportunities to include other senses like sounds or smells of the morning routine. Adding varied sensory elements would create a more immersive experience for readers.

***"My heart was pounding with a mix of excitement and nervousness. My backpack was packed with fresh smelling notebooks and pencils so sharp they could cut paper like butter. My new shoes sparkled like diamonds. The kitchen smelled of toasted bread and honey, but my tummy felt funny – as if butterflies were fluttering around wildly inside. I couldn't even finish my breakfast; the butterflies had taken up all the room in my belly."***

#2 "I hesitantly walked over and said, "Hi, I'm new. Can I sit here?" She smiled and said, "Sure! I'm Lily. I was new last year, so I know exactly how you feel." We started drawing pictures together: I drew a dog, and she drew a neat sea turtle. The whole class even read a story about sea animals. The teacher told me to read a part aloud. I stumbled on one word and my cheeks burned, but the teacher said, "Nice try!" That made me feel prouder."

## Strengths:

- Authentic dialogue that sounds natural for primary school students
- Good emotional progression from nervousness to growing confidence

Underdeveloped friendship moment → The initial meeting with Lily moves too quickly from introduction to drawing together without showing how this friendship begins to develop. A few more details about their first conversation would strengthen this important connection.

***"I hesitantly walked over and said, "Hi, I'm new. Can I sit here?" She smiled and said, "Sure! I'm Lily. I was new last year, so I know exactly how you feel." She showed me where to put my things and whispered the classroom rules so I wouldn't get confused. We started drawing pictures together during art time: I drew a dog, and she drew a neat sea turtle. When the whole class read a story***

***about sea animals, the teacher asked me to read a part aloud. I stumbled on one word and my cheeks burned, but the teacher said, "Nice try!" That made me feel prouder."***

#3 "After lunch, we played outside. I was still a little nervous, but I started to have fun playing hide and seek with other kids. By the end of the day, the butterflies in my belly didn't go away completely, but they felt different. They felt like they were helping me get ready to fly — to try new things and be courageous."

Strengths:

- Creative transformation of the butterfly metaphor from anxiety to courage
- Clear emotional growth showing character development

Incomplete scene transition → The playground scene jumps too quickly from feeling nervous to playing hide and seek without showing how you joined the game or who invited you to play. This transition needs more details to feel natural and complete.

***"After lunch, we played outside. I was still a little nervous, watching other children run and laugh. Lily noticed me standing alone and called, "Want to play hide and seek with us?" I nodded and joined their circle. As we played, counting to twenty and searching behind trees and playground equipment, I started to have real fun. By the end of the day, the butterflies in my belly didn't go away completely, but they felt different. They felt like they were helping me get ready to fly — to try new things and be courageous."***

■ Your piece tells a heartwarming story about starting at a new school with lovely emotional moments. The butterfly metaphor works beautifully as a thread connecting the beginning and end. You could improve the story's depth by adding more specific details about your character's feelings throughout the day. For example, when you mention being nervous in the classroom, explain exactly what made you nervous—was it the unfamiliar faces or the unknown routines? Also, your story would benefit from slowing down key moments, especially when meeting Lily and joining playground games. Take time to describe these important transitions step by step rather than jumping ahead. Additionally, include more dialogue with your new classmates to show your growing confidence. Try revising paragraph four to include more details about your first conversation with Lily, and expand the playground scene to show how you were gradually accepted into the group.

---

**Score: 43/50**

---

Section 2:

My first day of school

Today was the big day — my first day at a new school. My heart was pounding with a mix of excitement and nervousness. My backpack was packed with fresh smelling notebooks and pencils so sharp that they could cut paper ~~as~~ [like] butter. My new shoes sparkled like diamonds. But inside me, my tummy felt funny – as if there were butterflies fluttering around wildly. I didn't want to eat my toast; the butterflies filled the room in my belly. The butterflies made me nervous. I told my ~~Mum~~ [Mum], "I don't want to go to school. What if I don't make any friends?"

Mum knelt beside me, smiled and said gently, "It's okay to feel nervous. Everyone gets butterflies on the first day. The butterflies mean you are brave and ready to encounter something new." Even though I didn't fully understand what she meant, I kept it as my lucky charm in my pocket.

At school, the butterflies started to flutter faster. There were so many kids moving around like marbles on a racetrack! Some were running, some were talking loudly, and some were looking just as nervous as me. Some clutched their parent's hand, and one girl chewed her sleeve in the cold breeze.

#1 Then I saw her, my new teacher, dressed in a bright dandelion dress with matching earrings. She was very nice and always smiled like sunshine. She chirped, "Good morning, everyone!" I tried to smile back even though mine wobbled. I had to sit at ~~desks~~ [a desk] with kids I didn't know. I looked around and spotted a girl sitting alone. She looked shy too.

#2 I hesitantly walked over and said, "Hi, I'm new. Can I sit here?" She smiled and said, "Sure! I'm Lily. I was new last year, so I know exactly how you feel." We started drawing pictures together: I drew a dog, and she drew a neat sea turtle. The whole class even read a story about sea animals. The teacher told me to read a part aloud. I stumbled on one word and my cheeks burned, but the teacher said, "Nice try!" That made me feel prouder.

At lunch, when I thought the day was going well, I dropped my delicious sandwich, butter side down. I felt sad and embarrassed. But Lily shared some of her lovely noodles, giving me an extra spoon. The noodles tasted so good that I was ~~craving for~~ [craving] more and more. That made me happy again.

#3 After lunch, we played outside. I was still a little nervous, but I started to have fun playing hide and seek with other kids. By the end of the day, the butterflies in my belly didn't go away completely, but they felt different. They felt like they were helping me get ready to fly — to try new things and be courageous.

Maybe the new school isn't so scary after all and I'm going to like it here.